



Beeston Primary School

Remote Learning Policy

Date agreed by Governing Body	<i>November 2020; (Revised January 2021)</i>
Review date	<i>January 2022</i>
Responsible for this policy	<i>Jemima Halsted Harris</i>

Remote learning Statement:

Intent:

Beeston Primary School provides a rich and varied curriculum, suited to the needs of our pupils. It is expected that, where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to stay at home, we have the capacity to provide immediate high quality remote learning.

Our objectives are to:

- Ensure access to high quality remote education
- Ensure a curriculum sequence is followed and linked to the school's curriculum
- Select appropriate online tools, which will be used consistently across the school, to allow for all children to receive interaction, assessment and feedback from staff
- Recognise that younger pupils, or some with SEND may not be able to access remote education without adult support, and support these families appropriately
- Ensure that children from families with EAL have support to access the remote education. Translators who speak the home language to contact regularly if the child/children are not in school, give coaching in accessing the remote learning and discussing any difficulties.
- Examples of teaching support being –
- Use of translator tools to set when using Teams if necessary.
- Use of Boardmaker symbols within timetables and information set to give a visual guide.
- Where a home language speaker is not available and the child has little knowledge of English and cannot interact with their peers to gain that language; the child to be added to vulnerable list and given a place in school where available.
- Set tasks which are meaningful and ambitious, for a number of different subjects

- Provide frequent, clear explanations, delivered by a teacher, or through high quality videos
- Plan a sequence of learning, which develops and teaches skills and knowledge
- Assess how well children are progressing, through regular feedback, marking and questioning
- Apply the understanding gained from the assessment to adjust the pace or difficulty of learning appropriately
- Plan a programme that is equivalent in length to the core teaching children would receive in school

Scenarios:

Scenario 1 – one child self-isolating/waiting for results. One child in quarantine due to a family member testing positive.

Within this situation, the rest of the class would still be in school and the teacher will still be teaching their class.

Roles and responsibilities

Teacher

When providing remote learning, teachers must be available between their usual working hours.

If the usual class teacher is absent from school, it is expected that the year group HLTA will work alongside the year group lead to carry out the following expectations, until the class teacher can take over the responsibilities.

Teachers are responsible for:

- Checking SIMS. An X means this pupil is absent for a Covid related absence and needs some form of work.
- Ensuring children, who stated that they had no laptop when asked, are provided with a laptop. These parents will be contacted separately.
- Ensuring work (appendix 1, 2 and 3) is accessible on the class Team (Y1 -6) or Tapestry (Foundation) at the start of each half term.
- Contacting the family via a phone call within a working day in order to give instructions on the work and set expectations that work should be completed.

Explaining that completed work (including photographs of completed work) can be sent through the class Team/Tapestry in order for teachers to give feedback.

- Work can be submitted through Teams chat.
- Feedback to be given at the end of each day.
- Contacting the family once a week to support with work and to check in on the family (conducted by class teacher or TA, as appropriate). This is to be logged on CPOMS.
- Replying to any emails with feedback and any next steps, at least once a week.
- Ensuring families have access to paper/pens etc to complete tasks at home.
- Using Oak National Academy, and other appropriate websites, teachers will provide a range of web-based activities covering all of the core subjects daily, and other curriculum subjects, as appropriate. The sheet provided will be updated each half term and available on the class Team/Tapestry. There is no expectation for editable worksheets to be provided.
- In the event of a child self-isolating more than once over a half term period, the class teacher must provide educational websites for the first 24 hours, before a second activity sheet must be provided.

Subject Leaders are responsible for:

- Researching any suitable remote learning websites or activities, which can be shared with teachers as appropriate
- Providing any subject specific help sheets e.g. terminology, key skills, which can be shared with parents
- Providing technology support sheet on how to use varying technology to support remote learning.

Scenario 2 – whole bubble closure due to someone testing positive for Covid -19

Within this situation, the whole bubble will be sent home immediately and will commence working from home for their isolation period (up to 14 days)

Roles and responsibilities

Teacher

When providing remote learning, teachers must be available between their usual working hours.

If the usual class teacher is unwell themselves, it is expected that the year group HLTA will work alongside the year group lead to carry out the following expectations, until the class teacher can take over the responsibilities.

Teachers are responsible for:

- Ensuring work is set daily on Teams (Y1 – 6) or Tapestry (Foundation). This must be on by 6pm each evening.
- Work set must equate to 3 hours remote learning a day for KS1 and 4 hours a day for KS2.
- Ensuring children, who stated that they had no laptop when asked, are provided with a laptop. These parents will be contacted separately.
- Liaising with their year group to ensure consistency within the work being set.
- Contacting the family via a phone call the next working day after self-isolation has taken place. Teachers must follow the script given and record their responses on CPOMS.
- Contacting the family once a week to support with work and to check in on the family (class teacher or TA, as appropriate). This is to be logged on CPOMS.
- Ensuring families have access to paper/pens etc to complete tasks at home.
- Encouraging families to respond to work via Teams/Tapestry.
- Giving appropriately differentiated work for the pupil, as would be expected in class.
- During any live or recorded teaching, wear formal work clothes and sit with an appropriate plain background.
- Follow the 'Expectations of Feedback' document. All work completed by the children should be responded to, using either a brief comment or detailed feedback as outlined in the document.

Nursery (via Tapestry)

Subject Area	Frequency
Maths	Twice a week with extension activities when appropriate
English	Twice a week with extension activities when appropriate
Phonics	As appropriate, depending on the time of the year
Wider Curriculum	Twice times a week
Moving and Handling	Once a week
Wellbeing Wednesday	Every Wednesday PM
Sharing a Story	Twice a week

Reception (via Tapestry)

Subject Area	Frequency
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Maths	Three times a week (Thursday x2 inc SSM, Friday)
English	Three times a week (Monday, Tuesday, Wednesday)
Phonics	Daily
Wider Curriculum	Daily
Sharing a Story	Three times a week
Wellbeing Wednesday	Every Wednesday PM
Restorative Circle	Thursday only

Year 1 (via Teams)

Subject Area	Frequency
Maths	Daily
English	Daily
Phonics/Reading	Four times a week
Science	Once a week
Wider Curriculum	Twice weekly this will include Physical Education and PSHE
Other	Set occasional tasks such as spellings or timetables practise in addition to their main learning task. This could differ depending on the child's year group or the time of the year the bubble closes.
Wellbeing Wednesday	Every Wednesday PM
Sharing a Story	Three times a week

Years 2-6 (via Teams)

Subject Area	Frequency
Maths	Daily
English	Daily
Reading	This will be a shorter task and will be set four times a week
Science	Once a week
Handwriting	Once a week
Wider Curriculum	Twice weekly this will include Physical Education and PSHE
Other	Set occasional tasks such as spellings or timetables practise in addition to their main learning task. This could differ depending on the child's year group or the time of the year the bubble closes.
Wellbeing Wednesday	Every Wednesday PM
Sharing a Story	Three times a week

Teaching Assistant/1:1 Teaching Assistants are responsible for:

- Phoning families using given script as a follow up well-being check. This must be recorded on CPOMS.
- Completing any CPD e.g. safeguarding, child protection.
- Completing teacher directed tasks e.g. resourcing interventions, supporting with feedback.

HLTAs are responsible for:

- Supporting year group lead to prepare resources for home learning.
- Supporting class teachers if one teacher is unwell themselves.
- Completing any CPD e.g. safeguarding, child protection.
- Completing teacher directed tasks e.g. resourcing interventions, supporting with feedback.

Subject Leaders are responsible for:

- Researching any suitable remote learning websites or activities, which can be shared with teachers or parents as appropriate.
- Providing any subject specific help sheets e.g. terminology, key skills, which can be shared with parents.
- Providing a technology support sheet on how to use varying technology to support remote learning.

Scenario 3 – whole school closure due to another 'lockdown'

Within this situation, the whole school will be closed, with home learning to be carried at home until it is announced school can reopen.

Roles and responsibilities

Teacher

When providing remote learning, teachers must be available between their usual working hours.

If the usual class teacher is unwell themselves, or is in school teaching, it is expected that the year group HLTA will work alongside the year group lead to carry out the following expectations, until the class teacher can take over the responsibilities.

Teachers are responsible for:

- Ensuring work is set daily on Microsoft Teams (Y1 – 6) or Tapestry (Foundation). This must be on by 6pm each evening.
- Work set for remote learning, must equate to 3 hours per day for KS1 or 4 hours per day for KS2.
- Ensuring children, who stated that they had no internet when asked, are provided with a dongle. These parents will be contacted separately.

- Ensuring children, who stated that they had no laptop when asked, are provided with a laptop. These parents will be contacted separately.
- Liaising with their year group to ensure consistency within the work being set.
- Contacting the family via a phone call the next working day after self-isolation has taken place. Teachers must follow the script given and record their responses on CPOMS.
- Contacting the family once a week to support with work and to check in on the family (class teacher or TA, as appropriate). This call is to be recorded on CPOMS.
- Ensuring families have access to paper/pens etc to complete tasks at home.
- Encouraging families to respond to work via Teams/Tapestry.
- Giving appropriately differentiated work for the pupil, as would be expected in class.
- During any live or recorded teaching, wear formal work clothes and sit with an appropriate plain background.
- Children, who remain in school, will be following the same work that children are completing at home.

Nursery (via Tapestry)

Subject Area	Frequency
Maths	Twice a week with extension activities when appropriate
English	Twice a week with extension activities when appropriate
Phonics	As appropriate, depending on the time of the year
Wider Curriculum	Twice times a week
Moving and Handling	Once a week
Wellbeing Wednesday	Every Wednesday PM
Sharing a Story	Twice a week

Reception (via Tapestry)

Subject Area	Frequency
Maths	Three times a week (Thursday x2 inc SSM, Friday)
English	Three times a week (Monday, Tuesday, Wednesday)
Phonics	Daily
Wider Curriculum	Daily
Sharing a Story	Three times a week
Wellbeing Wednesday	Every Wednesday PM
Restorative Circle	Thursday only

Year 1 (via Teams)

Subject Area	Frequency
Maths	Daily

English	Daily
Phonics/Reading	Four times a week
Science	Once a week
Wider Curriculum	Twice weekly this will include Physical Education and PSHE
Other	Set occasional tasks such as spellings or timetables practise in addition to their main learning task. This could differ depending on the child's year group or the time of the year the bubble closes.
Wellbeing Wednesday	Every Wednesday PM
Sharing a Story	Three times a week

Years 2-6 (via Teams)

Subject Area	Frequency
Maths	Daily
English	Daily
Reading	This will be a shorter task and will be set four times a week
Science	Once a week
Handwriting	Once a week
Wider Curriculum	Twice weekly this will include Physical Education and PSHE
Other	Set occasional tasks such as spellings or timetables practise in addition to their main learning task. This could differ depending on the child's year group or the time of the year the bubble closes.
Wellbeing Wednesday	Every Wednesday PM
Sharing a Story	Three times a week

Subject Leaders are responsible for:

- Researching any suitable remote learning websites or activities, which can be shared with teachers or parents as appropriate.
- Providing any subject specific help sheets e.g. terminology, key skills, which can be shared with parents.
- Computing lead to provide technology support sheet to parents on how to use mobile phones to support remote learning.
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Scenario 4 – One child is able to come back to school from a closed bubble, due to there being no risk of having mixed with the person who tested positive (likely due to their prior absence)

Within this situation, the child's bubble will be at home, but the child will be in school. This is likely to be if the child has been absent themselves, so will not have mixed with the person who tested positive.

This child will be educated within school in a different year group.

Roles and responsibilities

Teacher

When providing remote learning, teachers must be available between their usual working hours.

The class teacher will be working from home.

Teachers are responsible for:

- Liaising with the class teacher who will be teaching the child
- Ensuring the child goes in to the year above or below as most appropriate to the needs of that child
- Sharing their year groups remote learning with the class teacher teaching their child

Safeguarding when using the chat function on Teams

It is the class teacher's responsibility to close the chat function outside of school hours and to monitor the use of this during school hours. Any inappropriate comments from children need to be recorded on CPOMS and the class teacher must ring the parent to remind of the expectations. Children in each class are to be aware of the expectations for behaviour when using the chat function, and these rules are to be saved in to the files section on Teams (see appendix 4).

Safeguarding for children not engaging with remote learning

See appendix 5, 6 and 7.

Class teachers are to monitor children viewing and completing work within Teams, through Insights and work uploaded to Tapestry. After two days of a child not being online or work not being uploaded, the class teacher or teaching assistant is to make a call home. If the child is still not engaging after three days, a text message is to be sent to the family. On the fourth day, a home visit is requested.

Safeguarding for live lessons

See appendix 8

Expectations have been shared with staff, parents and children and have been agreed with the Senior Leadership Team. All live lessons to be logged on the template (see appendix 9)

Failure to follow these expectations will result in the live lesson being ended immediately.

Remote Learning for children with Special Educational Needs and/or Disabilities

Children with SEND will be supported to access remote learning through the use of Teams and/or Tapestry. They will access differentiated, and in some cases, personalised learning opportunities. Staff will monitor their engagement in the same way as all other children. All staff are aware of any additional needs and the impact of these needs on their engagement will be monitored.

In order to remove barriers staff will make reasonable adjustments to learning opportunities. They will also provide information of appropriate assistive technology with parents and children on an individual basis. Resources will also be provided where necessary such as visual timetables, task planners, physical aids and vocabulary banks.

In addition to this, children may have access to remote 'pre-teach' opportunities by telephone with designated members of staff. Where appropriate, children are also accessing adapted Speech and Language input from our SALT Assistant.

Where children with additional needs usually have engagement with outside agencies such as Educational Psychologists or Speech and Language Therapists, appointments and therapy sessions are continuing remotely.

Resources to support with remote learning

Parents will be encouraged to send work to year group email addresses for teachers to respond to. Passwords will be available from A.Farrington.

nursery@beestonprimary.org

reception@beestonprimary.org

year1@beestonprimary.org

year2@beestonprimary.org

year3@beestonprimary.org

year4@beestonprimary.org

year5@beestonprimary.org

year6@beestonprimary.org

Resources to support with remote learning

- Oak National Academy - <https://teachers.thenational.academy/>
- Classroom Secrets – school log in
- White Rose Hub – school log in <https://resources.whiterosemaths.com/my-account/>
- Phonics - https://www.youtube.com/channel/UCP_FbjYUP_UtIdV2K_-niWw

- Tts-group. Providing free workbooks for EYFS and primary children - <https://www.tts-group.co.uk/home+learning+activities.html>
- BBC Bitesize - <https://www.bbc.co.uk/bitesize>
- Child friendly Teams guide
- Feedback guide for Teams for children
- Feedback guide for Teams for staff
- Tapestry guide for parents
- How to upload an assignment document
- How to upload a quiz document
- How to upload a picture document
- Call scripts
- CPOMS userguide

Appendix 1

Early Years Foundation Stage Learning from Home Autumn Term 2.

Dear Parents and Carers,

Outlined below are lessons and activities your child should access if they are unable to attend school for a period during this half term, due to self-isolation etc. We have outlined suitable lessons that match our curriculum for this half term. We recommend your child completes Literacy, Phonics and Maths lessons daily, along with an activity from a different area of learning. In addition to the below, we would suggest that your child should be reading for pleasure. This involves being read to, talking about the story and acting it out. If appropriate, your child could read to you or a family pet. It is also important your child is encouraged to become more aware of text in their environment. Other activities such as baking, dancing, singing, being creative and using technology are also important. Remember play is essential at this age and should be encouraged at home too. Please upload pictures of your child's home learning on a daily basis, unless they are poorly, and a member of staff will feedback. Please remember, in the event of a full bubble closure, we will send you updated recommendations.

DIFFERENT FOR NURSERY AND RECEPTION?

Subject	Remote lessons to be accessed	Notes
Literacy	These subjects are on Oak	Daily
Maths	These subjects are on Oak	Daily
Phonics	Not on Oak Mr Thorne: https://www.youtube.com/user/breakthruchris Useful support link: https://home.oxfordowl.co.uk/blog/how-can-i-support-my-child-with-phonics-learning/	This half term we are learning about these sounds:
Wider Curriculum known as Prime areas.	Not all on Oak These subjects are on Oak Music/PSHE/Understanding the World there is (quite a lot of actually)	
Moving and Handling	Not on Oak Cosmic Kids Yoga: https://www.youtube.com/user/CosmicKidsYoga/videos	Your child would normally spend a lot of their time outside. It is important to keep them moving. These YouTube channels have child

	<p>GoNoodle: https://www.youtube.com/user/GoNoodleGames</p>	<p>friendly videos to get your child up and out of their seat. GoNoodle also has lots of lyrics which will help them learn too!</p>
Sharing a Story	<p>Not on Oak</p> <p>YouTube Channel 'Give us a Story!'</p> <p>https://www.youtube.com/c/GiveUsAStoryGUAS/videos</p>	<p>We encourage you to share a story with your child daily. You could discuss the illustrations, talk about the characters or share your favourite parts. You can read any books you have in your house but this YouTube channel has many different children's stories for you and your child to enjoy.</p> <p>BOOKSTART HELP BOOKLETS?</p>

Appendix 2

Key Stage 1: Year ?? Learning from Home Autumn Term 2.

Dear Parents and Carers,

Outlined below are lessons your child should access if they are unable to attend school for a period during this half term, due to self-isolation etc. We have outlined suitable lessons that match our curriculum for this half term. Next to each subject heading are the appropriate web links and notes your child's teacher has shared with you. In addition to the below, we would suggest that your child should be reading for pleasure, this could involve reading with you or to you. They might prefer to have some quiet reading time by themselves or even read to their pet if they have one. This can include books, comics and magazines. You/your child will need to upload evidence of their work to Teams. If your child is isolating this document will be 'assigned' to them and we ask you upload photographs to share with your child's teacher. Please see the guide 'how to upload a photograph' for support if needed. Editable worksheets will not be available. A member of staff will provide feedback but this will not be as instant as when there is a whole class/school bubble closure as members of staff will be teaching daily in school. Your child's class teacher will call you for a wellbeing check at the beginning of the isolation period and again, if necessary. Please remember, in the event of a full bubble closure, we will send you updated recommendations.

Subject	Remote lessons to be accessed	Notes
English	These subjects are on Oak	One lesson daily
Maths	These subjects are on Oak	One lesson daily
Phonics	Not on Oak Mr Thorne: https://www.youtube.com/user/breakthruChris	One lesson daily
Guided Reading	Not on Oak	One lesson daily
Wider Curriculum <i>Geography/History/Music/PSHE/RE/Science (choose as appropriate)</i>	These subjects are on Oak	One lesson daily You do not need to do this subject and the subject below. Choose one subject each week.
Wider Curriculum <i>Geography/History/Music/PSHE/RE/Science (choose as appropriate)</i>	These subjects are on Oak	One lesson daily You do not need to do this subject and the subject above. Choose one subject each week.

Please note – this is NOT homework. This is suggested provision for your child only IF they are unable to attend school

Appendix 3

Key Stage 2: Year ?? Learning from Home Autumn Term 2.

Dear Parents and Carers,

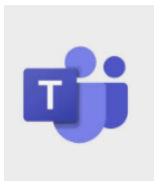
Outlined below are lessons your child could and should access if they are unable to attend school for a period during this half term, due to self-isolation etc. We have outlined suitable lessons that match our curriculum for this half term. We recommend your child completes English and Maths lessons daily, along with a lesson from a subject area of their choice. For example, you might choose to do a lesson a day of Science one week and Music the next. In addition to the below, we would suggest that your child should be reading for pleasure, this could involve reading with you or to you. They might prefer to have some quiet reading time by themselves or even read to their pet if they have one. This can include books, comics and magazines.

Please remember, in the event of a full bubble closure, we will send you updated recommendations.






Subject	Remote lessons to be accessed	Notes
English	These subjects are on Oak	One lesson daily
Maths	These subjects are on Oak	One lesson daily
Grammar	These subjects are on Oak	One lesson daily
Spelling	These subjects are on Oak	
English Reading For Pleasure	These subjects are on Oak and differentiated for year group	
Wider Curriculum Computing/ Geography/ History/ Music/ PSHE/ Religious Education/ Science (choose as appropriate)	These subjects are on Oak	One lesson daily You do not need to do this subject and the subject below. Choose one subject each week.
Wider Curriculum Computing/ Geography/ History/ Music/ PSHE/ Religious Education/	These subjects are on Oak	One lesson daily You do not need to do this subject and the subject above.

Science (choose as appropriate)		Choose one subject each week.
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Appendix 4



When we use Teams for our Remote Learning, we agree to:

-  - Only use the chat function to ask the teacher a question.
-  - Only use kind language when using the chat feature.
-  - Only upload pictures of work
-  - Not use the video feature, unless my teacher tells me to.
-  - If my teacher asks me to use the video feature, I will wear suitable clothes and have an adult sat with me.

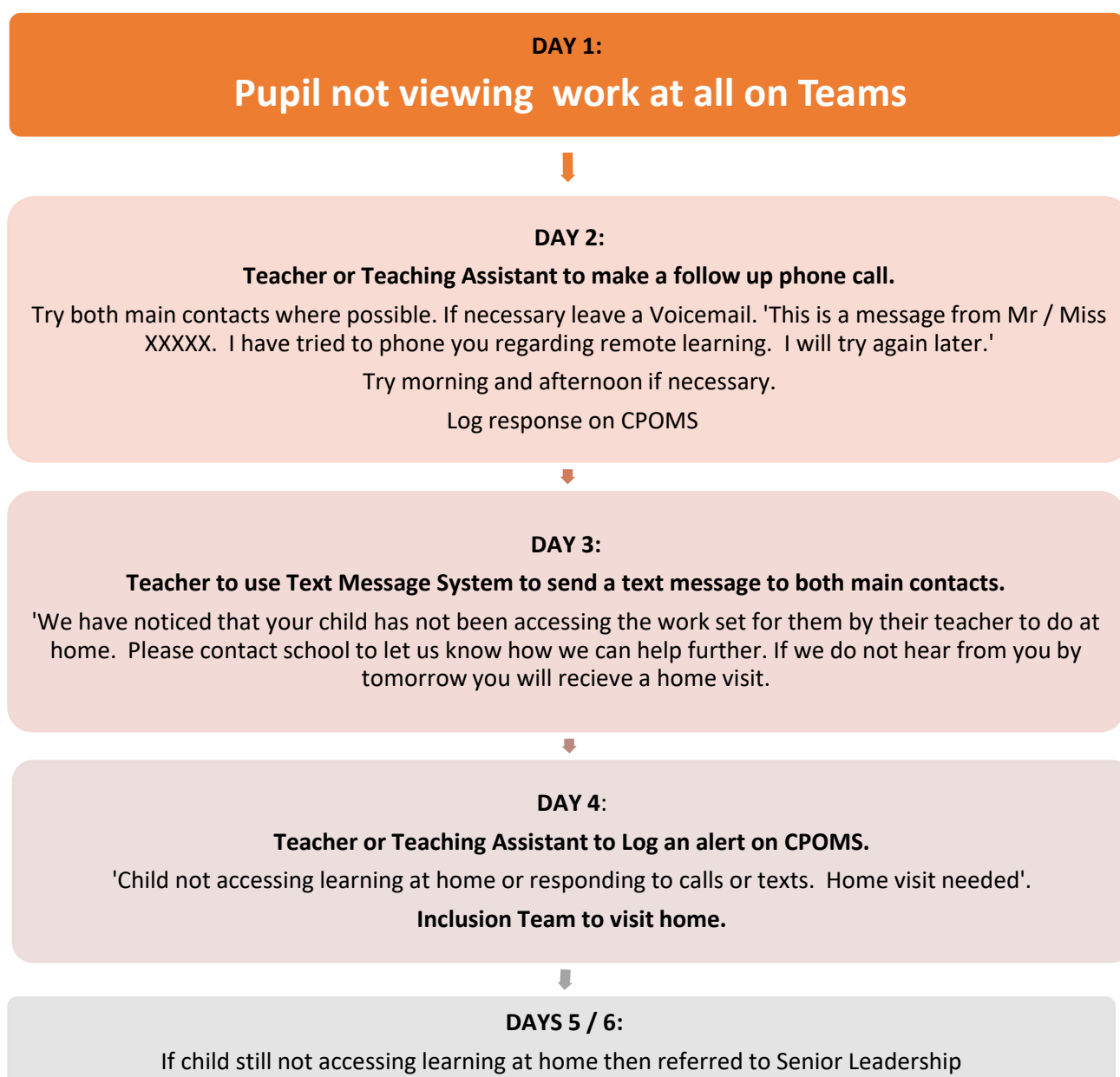
Appendix 5



Flowchart :

Action for those who are not accessing learning at home(Y1-6)

This Flow Chart should be used following a rolling review of engagement on Microsoft Teams throughout National Lockdown or Bubble Isolation.



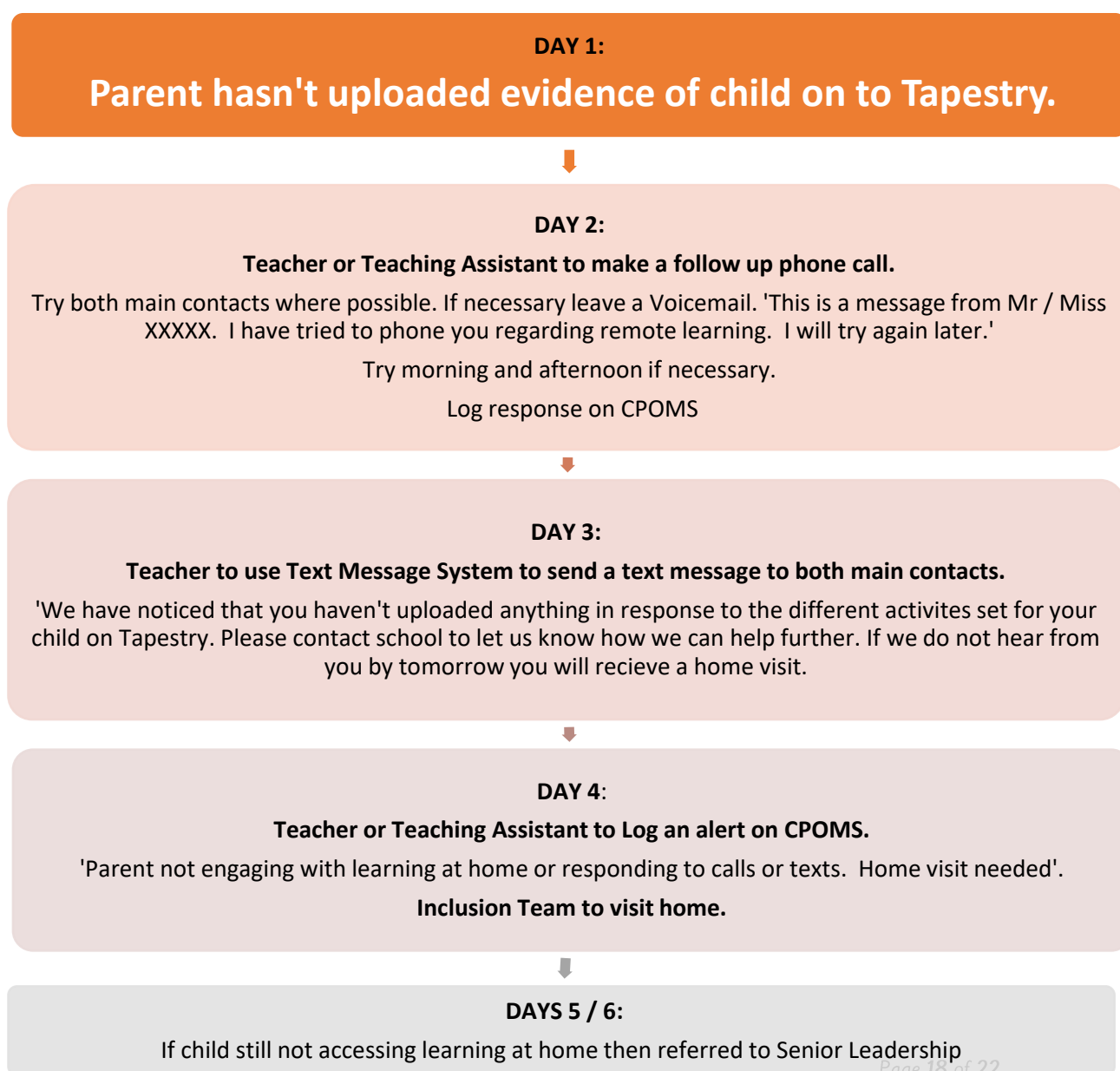
Appendix 6



Flowchart :

Action for those who are not accessing learning at home (Foundation 2)

This Flow Chart should be used following a rolling review of engagement on Tapestry throughout National Lockdown or Bubble Isolation.



Appendix 7



Flowchart:

Action for those who are not accessing learning at home (Foundation 1)

This Flow Chart should be used following a rolling review of engagement on Tapestry in Nursery throughout National Lockdown or Bubble Isolation

Parent hasn't uploaded evidence of child on to Tapestry within the week period (Sat-Fri AM).



Friday:

Teacher or Teaching Assistant to make a follow up phone call.

Try both main contacts where possible. If necessary leave a Voicemail. 'This is a message from Mr / Miss XXXXX. I have tried to phone you regarding remote learning. I will try again later.'

Try morning and afternoon if necessary.

Log response on CPOMS



Monday at 4pm:

Teacher to use Text Message System to send a text message to both main contacts.

'We have noticed that you haven't uploaded anything in response to the different activities set for your child on Tapestry. Please contact school to let us know how we can help further. If we do not hear from you by tomorrow you will receive a home visit.'



Tuesday at 4pm:

Teacher or Teaching Assistant to Log an alert on CPOMS.

'Parent not engaging with learning at home or responding to calls or texts. Home visit needed'.

Inclusion Team to visit home.



If child still not accessing learning at home then referred to Senior Leadership

Appendix 8

Live Lessons Rules and Expectations

Please refer to the policy Safeguarding and Child Protection Policy for Schools and Colleges: Addendum January 2021 in conjunction to these expectations

As a parent:

- I will give consent for my child to access live lessons using a form sent via text.
- If your child needs a 1:1 session with an adult you must have a formal written agreement with Beeston Primary
- You need to stay within ear shot of your child and make sure they keep any doors open
- You must reinforce the school rules of using appropriate language and behaviour, just as they would in school
- You must ensure your child is appropriately dressed and has a suitable place to sit with an appropriate background
- You must ensure other children do not come in to view of the camera and all adults in the house are aware that a live session is taking place. Adults also need to be mindful that they can be heard because your child's mic will not always be turned off
- You must ensure that recorded sessions are not saved to personal devices. Sessions are recorded to safeguard both children and staff members and will be kept for an appropriate amount of time before being deleted
- The live lesson will be recorded by the teacher only and you are not allowed to do this. If there is an attempt to record the session Teams will notify the teacher and the live lesson will be stopped and this information will then be passed on to Senior Leadership
- Your child's log in details should not be shared with anybody else.

As a pupil:

- Your parent/carer should be aware of the live session taking place
- You must behave like you are expected to do so in school. You need to use appropriate language and behave properly on camera or the lesson will be stopped
- You should not have any live chats with other children
- You must wear appropriate clothes just like you would in school
- You must have a background that is suitable
- You must sit somewhere which is in ear shot of your parent or carer and keep any doors open
- You must not download and recorded sessions on to your device

- You must turn your mic off if asked to do so, the teacher working with you will tell you if and when it is okay to have your video and mic turned on
- You must not share your log in details with anybody else.

As a teacher:

- You must ensure you are appropriately dressed and are sat with an appropriate background
- You should only invite the appropriate children to a live session using the 'channel' function as explained by Ashleigh Farrington. Please refer to the help guide if needed.
- Before you start the live lesson you must open Share Point, refer to help guide, in case you need to quickly delete any inappropriate recordings from the chat log. You however must make sure you download and save this recording so that it can be watched back in the event of an investigation.
- You must always record a live session and start this recording straight away. This is extremely important as it will safeguard both you and the children
- At the beginning of each live lesson please remind the children of the expectations
- The children can have their mic and video on but you can ask them to turn this on/off as appropriate for the session
- Be aware what you have open in your computer, especially if you plan to share your screen. Close windows which have email accounts and other information open which is not relevant to your live lesson
- If you are having a 1:1 session with a child you need to have a formal written agreement from both a senior leader and the child's parent. 1:1 sessions must not go ahead without this
- The length of time of each live lesson should be carefully considered and not take up too much of the child and their families time
- At the end of a live lesson you mustn't just 'leave' the call you must 'end for all', refer to guide, this will ensure all of the children are removed from the video call
- You must record when a live lesson has taken place, the purpose of it e.g. Speech and Language intervention or Class Story Time, which staff members and children have taken part, the length, time and date of each session. Use the template provided.
- If at any point there is inappropriate behaviour of any kind you must tell the children the live lesson needs to be stopped immediately and end the call. The recording should be deleted from the chat log but you must ensure you can access a saved copy.

Appendix 9

Date	Purpose	Staff Members	Children	Time & Length of Session
Example: 28 th January 2021	Rapid Phonics Intervention	Lauren Hutchinson (Teacher)	Joe Bloggs, Jane Doe	10.00-10.30 (30 minutes)